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ABSTRACT

The author presents an overview of career education curriculum and activities for trainable mentally retarded (TMR) individuals from birth through adult life. Infant stimulation programs, Head Start, and Pre-Primary classes provide the foundation for success in the TMR programs in elementary and secondary schools. Career education leads to future placement in a job in the community, in a sheltered workshop, or as a worker in the home. Community programs are available to both children and adults for further education of a specialized nature or for recreation, such as Special Olympics and Very Special Arts Festivals. The auditory portions of presentations on classes of elementary school age TMR children is outlined to illustrate how career education helped students increase their employment potential and job placement qualifications. (Author/SB)

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CAREER EDUCATION FOR TMR - IT'S FOR LIFE!

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Abstract: An overview of curriculum and activities for Trainable Retarded individuals from birth throughout adult life. Infant Stimulation programs, Head Start and Pre-Primary classes provide the foundation for success in the TMR programs in elementary and secondary schools. Career education leads to future placement on a job in the community, in a sheltered workshop or as a worker in the home. The roles of Regional Centers, Regional Occupational or Habilitation programs, Workshop Training Centers, Activity Centers and sheltered workshops are discussed. Community programs available to both children and adults for further education of a specialized nature or for recreation, such as Special Olympics, Very Special Arts Festivals and Parks and Recreation are presented.

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CAREER EDUCATION FOR TMR - IT'S FOR LIFE

Career education provides the opportunity for children to learn, in the least restrictive environment possible, the academic, daily living, personal, social, and occupational knowledges and skills necessary for attaining their highest levels of economic, personal and social fulfillment.

Career education, with emphasis on preparation for vocations and social interaction, begins with the child's entry into a TMR program and continues at all levels until his completion of schooling, then on into post-secondary training in vocational centers such as Career Education Centers, Work Activity programs, Continuing Education, Regional Occupational Programs and/or sheltered workshops.

Trainable mentally retarded children have certain intellectual deficits that will not allow the mastery of high level academic skills. There is a need for a special curriculum that accents practical skills for independent living and personal/social adjustment. This curriculum serves to meet the needs of the TMR student who needs to develop gross and fine motor skills; communication and auditory skills; visual, tactile, and other sensory areas, as well as self-help activities. It includes instruction in personal identification, hygiene and grooming, safety, care of self and one's clothing and personal belongings; in homemaking, housekeeping, and janitorial skills; in cooking and kitchen upkeep; in shopping and the handling of money; use of transportation; in industrial arts and the use of simple hand tools; in gardening and lawn care; and in recreational and leisure time activities.

Keeping track of time by clock and calendar; learning to count and use other means of measuring as well as possible; to do simple arithmetic and reading; to write one's name, address and telephone number and to use the telephone are important goals.

It is our belief that every child has an innate desire to learn. His curiosity drives him to explore, experiment and experience new sensory stimuli and motor activity. He learns best by doing - doing for himself. He learns through his sense of vision, of hearing, touch, taste, and smell, as well as the kinesthetic sense of movement. Games, toys, and objects the child can manipulate help to stimulate perceptual growth. Language and social skills are learned by listening to and responding to other persons. Children need to be encouraged to speak, to verbally express their thoughts and feelings.

Infant Stimulation programs are quite important and are available to parents of developmentally disabled or high risk babies from birth to age three through various agencies such as Regional Centers, Childrens' Hospitals, or certain school districts. The child is brought to the center one day a week for one hour to begin with and the parents, or as usually occurs, the mother, is taught how to provide stimulation and to play learning games with the baby. At least once a month a visiting teacher comes to the home to provide services. Throughout the years the number of sessions is increased and lengthened until the child is ready for Head Start or a pre-primary program. These programs are also provided by many school districts or through Regional Centers which contract with other agencies for such services. At this level, in order to enhance communication, pictures and symbols are used with signing as the words are spoken by many teachers.

Special Education has made great strides since the late Fifties when, because of parent pressure, schools were obliged to provide schooling for children who had been excluded. At first, in California, the programs were permissive. Then, in 1963 they became mandated for children with IQ's from 25-50. Public Law 94-142 passed in 1975 made education mandatory for all children and set up regulations for pr viding this education. TMRs were placed under the broad heading of Severely Handicapped. The labels have been changed, but the children remain the same.

Parent programs are much in evidence as it is important that the parents know what is being taught so they can help at home.

Many community programs for leisure time and recreation are now available. When TMR students graduate from High School they may enter specialized programs in art, dance, drama, and mime. In California, Creative Growth in Oakland, and the Exceptional Childrens Foundation in Los Angeles teach art; the Alan Short Center in Stockton teaches art, music and drama as does Hope College in Buena Park. There are many other centers for the handicapped in community colleges and sponsored by Parks and Recreation which teach hand-crafts, ceramics and theatre arts which are available to the mentally retarded adult. For those who wish to work there are Work Training Centers or Activity Centers in a sheltered workshop setting which provide some or all of the following: Counseling, Training in production work, Continuing education, Speech therapy, Sensori-motor training, group socialization and recreation, as well as food preparation.

Since 1968 the Special Olympics program for the mentally retarded sponsored by the Joseph P. Kennedy Foundation has spread to every state and several countries. Many organizations such as Parks and Recreation, the Association for Retarded Citizens, Civitans, Kiwanis and other community organizations sponsor Special Olympics training and Area games. School children, residents in State Hospitals, and Clients in Workshops take part in field and track, swimming, ice skating, gymnastics, bowling, basketball, volley ball, wheel chair events, and Floor Hockey, which is sponsored by the National Hockey League. In addition to yearly State meets, an International meet is held every fourth year.

The National Endowment - Arts for the Handicapped provides the incentive for Very Special Arts Festivals all over America. The first one in California was held in 1977 in Santa Ana, Orange County. Now there are about sixteen other sites throughout California. Children and adults perform, demonstrate and take part in workshops and present their art in a huge art exhibit. In November, 1981, Disneyland, the Sheraton-Anaheim hotel and the Anaheim Plaza mall co-sponsored an International Very Special Arts Festival in celebration of the International Year of Disabled Persons in which nearly 500 severely handicapped, physically

handicapped and learning handicapped participants from 28 California communities joined with over 80 learning-handicapped and severely handicapped Mexican students from 6 different areas of Mexico to perform and present their art. There are many avenues opening for retarded persons to explore, experiment and experience their abilities and talents to their fullest.

I would like to show you now how Career education based on goals and objectives with constant evaluation and setting of new objectives helped our students increase their employment potential and job placement qualifications. The class you will see is an intermediate TMR class, however, a six-year-old boy who needed to learn self-control and a seven-year-old boy who was being mainstreamed into a regular kindergarten are also shown as well as First, Third and Sixth grade children who were attending regular sessions for work and play with the TMR children in order to try to change their attitude toward them. We called it "mainstreaming in reverse".

1. The children arrive, check in their lunch money and hang up their jackets.
2. They get a drink, go to the bathroom and (boy washing hands)
3. get ready to begin the day (boy combing hair)
4. Desk work can be dittoes for developing visual perception, visual motor coordination, number, color or language concepts or writing skills.
5. But Chrissie is having trouble with his jacket.
6. He gets it off, but it is wrong side out. The aide asks him to help turn it right side out.
7. But he cries, "Chrissie can't do it!" and runs off,
8. He falls to the floor, crying loudly. She tells him that when he's through crying she will help him. The teacher tells everyone else to pay no attention.
9. Finally, he gets up and lets her help him.
10. He chooses "Keys to Learning" as something he would like to do.
11. The following day he again has trouble. He is angry, but this time no temper tantrum.

12. He is shown how to slide the hanger into one sleeve and take hold of the hanger that is in the jacket.
13. Then he is shown how to put the other sleeve into the hanger and bring the fronts of the jacket together. He needed help to hang it up.
14. This time he chose a puzzle.
15. By the end of two weeks he was able to do this job all by himself.
16. Even to hanging it in the closet. Frustrations were eased and patience learned.
17. Chris very early showed ability to get his own drink. By the time he was faced with a crisis he had learned how do deal with it.
18. The jug hit the shelf as he was putting it back and dropped to the floor where it broke and spilled.
19. He quickly got the broom and swept up the glass.
20. Then got the mop bucket and mop and swabbed the deck,
21. making sure it was really dry by wringing out the mop and using it again and again.
22. As the children finish their seat work, they choose what they want to do (blocks)
23. either by themselves with a Form-fit puzzle that teaches color, shape, size and texture
24. or with others, playing a game like Lotto. Some children enjoy tinker toys
25. Which lead to designing their own creations. This is a Christmas tree. Behind him you can see some of the childrens' imaginative drawings. The one in the center shows a helicopter that has crashed and is on fire.
26. Development of motor skills begins at a pre-school level and continues as long as necessary (sand play)
27. for children to gain maximum use of their body muscles. (volley-tennis)
28. Older retarded children often find this very difficult (jungle gym)
29. but through practice they gain mobility and (reaching pole)
30. less fear of bodily movement in space. (goes down pole)

31. At 10, this boy could hardly walk and could not swing himself.
32. At 12, he could finally push and swing, but never very high.
33. At 14, he could walk the serpentine,
34. use alternate feet going up and down steps without holding on
35. and play a good game of hopscotch.
36. At first he could only drop the ball.
37. Then he learned to push as he dropped it to make it bounce, and to catch it,
38. and throw it in a fast game of Dodge ball.
39. Coordination and muscle strength (monkey bars)
40. develop through physical exercise. Some children (chinning on bar)
41. even learn to turn on the bar, (turning on bar)
42. and to walk on stilts - backwards, forward and around in circles. Six out of twelve children were able to do this one year; two others were trying hard to learn.
43. Self-help skills are practiced and transferred (dressing Dapper Dan)
44. to helping others by doing things for others (fastening shirt)
45. as well as for themselves. (brushing teeth)
46. They learn to put on paint shirts whenever they paint or do hand crafts.
47. To set up their own work areas and do their own work. This is our seven-year old who was being mainstreamed into kindergarten. He is looking directly at you with his good eye. The right eye had a folded retina and was useless to him. At first he was able to stay only about ten minutes in the kindergarten, but gradually worked up to full time. At the end of three months, he had completed all objectives for the kindergarten for the entire year.
48. He was then placed in a partially sighted class, from there to EMR and is now in a regular high school. He has painted, laquered and is glittering a cigar box which when done will
49. look like one of these jewelry boxes.

50. Playing house leads to self-expression and development of social abilities.

51. Having "tea" with one's friends leads to home-making activities of a realistic nature.

52. Ironing dollie's clothes and blankets leads to doing

53. real sorting into piles of colored, dark and white things for washing.

54. They measure water softener,

55. put in bleach if necessary,

56. as well as detergent.

57. They put in clothes and when they are finished

58. shake them out before putting them in the dryer

59. where they are carefully watched as they spin to dry.

60. Everybody gets a turn on cooking day. Flour is measured and baking powder added. Sniffing helps distinguish differences in smell of similar appearing powders.

61. Flour, baking powder and salt are sifted.

62. Nuts are crushed by pounding or rolling and pressing them.

63. Eggs are cracked and beaten.

64. A can of condensed milk provides sweetening and moisture.

65. Chocolate chips are added and it is ready for baking.

66. The children take turns cleaning up.

67. Whether it is making egg salad sandwiches,

68. using pinchers to pick up a hot dog

69. and expertly dropping it into a bun spread with mustard and relish before eating it

70. or making a birthday cake, cooking is a pleasurable activity that leads to social acceptance and personal satisfaction.

71. Matching picture cards under numbers 1 to 20 helps teach language concepts as well as numbers. He has matched capital G to small g and a picture of a girl.

72. Many sets of discs to teach colors, numbers, survival words and pre-primary reading words are used in this game. (circle of discs and pointer)

73. After pictures are learned by name, the word is added; after words are learned by matching, the pictures are removed, leaving only the words which are then used as flash cards, or for building sentences and stories.

74. Every child gets a turn. Chrissie says "egg" to show the pointer is on the picture and word "egg".

75. He goes to the flash cards and finds the word "egg"

76. which he holds up as high as he can.

77. Sammy has placed the word "egg" on the picture. Chris gets his turn to spin.

78. The children learn to use tools and saws;

79. To knock out parts of wood with a chisel

80. and how to assemble pieces of wood together with a hammer and nails.

81. They shape airplanes, cars, trucks and boats with a file, then sand them smooth.

82. They assemble, paint and laquer them

83. and we end up the year with trucks, boats,

84. airplanes and helicopters.

85. Clay activities are great for venting frustrations,

86. or a time to work together as a group. The 6th graders admire the TMR students prolific output.

87. Ceramic objects were glued to felt on a plywood backing.

88. These children all made flower dishes for table decorations. Stems were made from 1/8" dowels.

89. But these two made a virtual Noah's ark of animals.

90. Especially, this young artist who is displaying his drawings as well as his ceramics.

91. It was a challenge to the teacher to devise a way to help these boys make their Jack O' Lanterns. Using coils, they built one half a globe around a bowl covered with paper towels, then dumped it into a larger bowl filled with crumpled paper and left it to dry. A second half was made the same way. When leather hard, the two halves were fit together with a coil to bind them. The top was cut off, the insides smoothed with clay between the coils. Features were cut out, leaving teeth to hold the mouth open. Section lines were pressed in and a stem added to the top. They were bisque-fired, glazed and fired, then reglazed and refired to get a good color.
92. Many rabbits were made at Eastertime and used as table decorations with the flower dishes.
93. Snippy electric scissors as well as regular scissors develop cutting skills.
94. This boy made a hula skirt to show us what his sister had brought back from Hawaii.
95. Using the picture as a guide, we developed a
96. sequence of steps - cutting
97. gluing dowels and strips of paper together,
98. cutting and shaping them like feathers,
99. then spreading them apart, tying them with yarn and adding beads
100. to make this magnificent War Bonnet. He looks every inch an Indian chief.

Reel II.

1. Children's cutting skills are used to decorate our bulletin boards.
2. Dittoes are colored, pasted on tag board, cut out, and fastened to the background.
3. Children cut half-circles
4. and roll them into cone shapes
5. to make bases for dough clay
6. and macaroni Christmas trees
7. to take home and to sell.

8. One year the children sold enough trees to buy $48.00 worth of story books, puzzles and table games.
9. For four years at Christmastime the children made and sold potholders. The first year they sold 150, the second 307, the third 240 and the fourth 336. Individual earnings ran from 20¢ to $25.00 with production of 1 to 100 each.
10. Another project to teach leisure time or occupational skills was making Tri-Chem or liquid embroidery pictures.
11. Ribbon awards were won at Tri-Chem hobby shows.
12. The cat's heads are pajama bags. Four children were able to use the sewing machine to stitch them together.
13. Field trips are planned and discussed before as well as after with children listening and responding to pictures
14. even if it is only a walking trip to a nearby park or around the neighborhood to learn safety rules or study springtime nature in bloom.
15. They learn to stay with the group
16. but also have a chance to explore the by-ways on their own
17. or discover the farmer's pumpkin patch.
18. They have a chance to buy something they want at the fair
19. and eat a picnic lunch before returning to school. We always discuss our trip again and draw pictures of what we liked the best.
20. Records are used for listening to stories as one of the children holds the book and turns the pages
21. or listening to records and pretending to be the greatest performers in the world
22. as they use old Beatles guitars and drums made by former students. Even the 6th grade boys enjoy this when they come over for work and play.
23. One can follow directions and learn to sequence movements related to concepts of space

24. Or "Be A Train" by lining up the chairs, placing one's feet on the chair ahead and rhythmically rocking forward with a push to make it move.
25. They loved to do this and the chairs did not harm the floor as they moved all around the room.
26. Songs learned from Tony Salatan's TV show, such as Aiken Drum, were sung and acted out at school assemblies, using the Principal
27. or dressing a 6th grader when they were "mainstreamed in reverse" in our classroom.
28. Cnildren love to put on shows and they help as much as possible to make props and scenery.
29. They made all the harness and trimmings for our horse
30. and sleigh used as we sang "Jingle Bells" in a Christmas program.
31. It looks better with the snowy mountains in the background.
32. They love to dress up for Crazy Days
33. and take part with the regular classes in Play Days "water in balloon" toss
34. or other contests.
35. They enjoy playing with third and sixth graders
36. in a game with the parachute.
37. We integrated with a First grade class to help build a snowman.
38. We attend end of the year ceremonies with the regular school children
39. and receive our own fair share of Good Citizenship awards.
40. Chrissie earns a special recognition award from the children in the class. He was placed in an EH program following his year with us and is now mainstreamed into a regular high school.
41. When TMR students graduate from High School they are eligible for further training in a sheltered workshop such as a Work Training Center or Activity Center which provide some or all of the following:

Counseling, training in production work, Continuing education consisting of training in reading of survival words, counting and handling money, writing one's name, address and phone number; telephone and transportation skills beginning at each client's level, using signing with speech and symbols if necessary. Also, speech therapy, sensori-motor training, group socialization and recreation, and food preparation for the cafeteria.

42. The client punches in sometime between 8:15 and 8:30. Work begins when the bell rings at 8:30.

43. A new client usually begins with "sticks". He lays a rubber washer in each of 10 hollow spaces, then using a plastic stick, picks each one up until the stick is full.

44. Another easy job is putting plumbing washers and gaskets into a poly bag and stapling it shut.

45. Sticking labels on cans is simplified for those who need it by placing the can in a support box so it won't turn.

46. Other clients can put the label on while holding the can in one hand.

47. Metal fasteners are inserted bent down and fastened

48. then the folders are run through the rollers to press them flat.

49. Metal tabs are fixed on index files and paper labels inserted into the tabs.

50. Collating and stacking index cards in alternating sets is a more difficult job.

51. Good coordination is needed to run the heat sealer which wraps the folders and index cards.

52. One of the handiest tools is a pliers which is used in fastening plumbing fittings together

53. and in hooking on the chain. Pride is taken in good work.

54. The finished "blue-ball" is packed into a box for shipping.

55. Another job requiring pliers is fastening chains onto bathtub or sink stoppers.

56. One of the most complicated jobs is selecting a varied number of nuts, bolts, washers and so forth from racks of many boxes and placing them into compartments of plastic boxes.
57. At the end of the day, the clients check out but other activities await.
58. The Workshop Social Committee provides a real live band on special occasions
59. for dancing. The clients wear their Sunday best
60. and enjoy good fellowship as well as refreshments.
61. Weekly bowling is enjoyed by most clients. Approximately 90 bowl every Saturday morning
62. displaying a wide variation in form.
63. Tournaments are held two or three times a year
64. ending in a feast of hamburgers, cold drinks, french fries, salad and dessert
65. and trophies for all.
66. Bowlers, swimmers, field and track participants and members of the Floor Hockey team gather for a Special Olympics Area meet.
67. The parade begins with bands and music.
68. The Floor Hockey team holds their banner
69. and everyone gathers in the field.
70. Races are run as well as other events
71. and Huggers and clowns do their share.
72. Several Floor Hockey tournaments are held each year.
73. The largest, with about 30 competing teams, is held in February in San Diego
74. where the Orange County Costa Mesa team battles the team from S.E.L.A. At the International Special Olympics meet in Brockport, N.Y. in 1979 this Costa Mesa team (in orange) placed 2nd.

75. The 5th Annual Orange County VERY SPECIAL ARTS FESTIVAL
76. was held at the South Coast Plaza mall in May of '81.
77. Terry Wile, from England, who starred in the film "On Giant's Shoulders"
    was guest of honor.
78. Performances took place from 10 to 4
79. with singing and signing groups,
80. square dancers and individuals with special talents.
81. Workshops were held. This is printmaking.
82. Music and dance
83. and puppetry.
84. Kite making,
85. paper folding and cutting,
86. Mime and many other workshops were offered.
87. Demonstrations in a number of handcrafts were given.
88. Everyone enjoyed the art exhibits
89. From schools throughout the County.
90. The 6th Annual VSAF will be held this year on May 1 at the same place.
91. The Hi-Hopes entertained at the reception for over 500 participants at
    the International Very Special Arts Festival at the Sheraton Anaheim hotel,
92. in November. The El Camino Twirlers from La Habra performed at Disney-
    land in the Carnation Plaza Gardens
93. as did the Sing and Sign Singers from Watsonville.
94. Folk dances were performed by groups
95. from Mexico
96. They brought their own painted scenery and presented entire stories
97. in pantomime as they were being narrated.
98. Art of all kinds was exhibited and demonstrated at the Anaheim Plaza mall
99. This ceramic train was made by special students at Taft College.
100. The festival ended with a huge celebration on stage at the Space Age
    Theatre in Disneyland.

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